

Meeting Notes

Teaching and Learning Framework

September 30, 2009

6:30 pm – 8:00 pm

Truesdell Education Campus

Facilitator: Dr. Alice Bartley, Professional Development Specialist

Brooke Buerkle, Teacher

Cynthia Robinson, Master Educator

Maggie Thomas, Master Educator

Gleeson Young, Instructional Coach

Overview:

This fall, DCPS introduced a new Teaching and Learning Framework in an effort to clearly outline what the District believes solid instruction looks like. Join DCPS classroom teachers and other staff to learn and talk about effective teaching and learning.

Attendance:

100+ Community Members

Notes:

Issue	Comments
Chancellor's Introduction	<ul style="list-style-type: none">▪ The chancellor conducted listening sessions with teachers in the past two years, and was particularly struck by the question "What is it that you want me to do? What are the expectations?"▪ Teachers wondered what the most important thing was. Test scores? How do we know students are achieving?▪ The chancellor acknowledged the need to create a foundational document of what great teaching looks like and what our expectations are. The resulting document is the Learning and Teaching Framework.▪ This summer teachers were selected to come to the central office as fellows to develop guidelines.

Overview	<ul style="list-style-type: none"> ▪ This framework is for what we are trying to help students achieve. ▪ It incorporates three segments, Plan, Teach, Increase Effectiveness ▪ (When implementing the framework) we ask instructional coaches if routines and procedures are in place, and most importantly if the students are engaged. ▪ The framework was developed with DCPS teachers' input. ▪ (On Increase Effectiveness) we keep baseline and continuous data so we know specifically where we want to go, and we use the data to learn what to do next.
Panelist, Brooke Buerkle, DCPS Teacher	<ul style="list-style-type: none"> ▪ The framework is useful for two reasons. The first: it gives us (the teachers) goals, gives us a place that we know is transparent. The framework provides us with the knowledge of the expectations. ▪ The second reason: the framework provides a common language to discuss teaching and learning, a tool with which we can use to help other teachers and also seek out help. ▪ It is used to set goals, identify strengths and weaknesses in teaching.
Panelist, Gleeson Young, Instructional Coach	<ul style="list-style-type: none"> ▪ The framework tells us how to support the teachers. ▪ It provides a guide for what I need to look for when helping teachers. ▪ It facilitates discussion with the teachers on how to improve. ▪ It is the first time in DCPS I see such a document as a support for teachers. ▪ It gives an explanation for what a standards-based system means.
Panelist, Cynthia Robinson, Master Educator	<ul style="list-style-type: none"> ▪ Six teachers were brought in as fellows to the central office to help develop the framework. ▪ Master educators were selected through a rigorous process to observe teachers' performances and give feedback. ▪ Teachers would like to be assessed more times each year, rather than once or twice a year.

	<ul style="list-style-type: none"> Teachers want the assessment coming from someone who is familiar with the grade system. The process is done through observation and a post-observation conference to analyze the teaching and give feedback to improve instructions.
Question: On the teaching aspect, how is achievement demonstrated? Are data collection and testing adequate? It seems the assessment method is inconsistent with the goal of the Framework	<ul style="list-style-type: none"> We do emphasize in the framework that there are three ways to assess performance. We encourage teachers to achieve competency in many areas, not just the subjects that are tested. (Buerkle) I think teaching is a value-added approach, integrating enrichment curriculum through arts and other subjects.
Question: On summer learning loss, teachers are held to the previous benchmarks at the end of last school year. The second question: on master educator's visit, is a 30-minute observation phase enough to get an honest assessment?	<ul style="list-style-type: none"> (Robinson) We are spending incredible amount of time to make sure that we're there at the top of the lesson. (On the observation lasting only half an hour) in our in-house assessment, we felt that we could gauge a teacher's performance in that time period. (Chancellor on summer learning loss) the gap in test scores shouldn't be too far off. I take into consideration that this is not a perfect but constantly evolving system.
Question: Central office should have faith in the teachers. It should get rid of the ratings.	<ul style="list-style-type: none"> (Chancellor) The framework is not to play a gotcha game. We can't say we are exceeding expectations in one dimension of the assessment process but the test results that come in are so poor (On teacher's evaluation) we should never just look at one thing, and our plan gives teachers multiple opportunities to show (their competency) and improve over time. Teachers express that they'd like an unbiased source to come in and do an honest assessment. In our professional development, we make sure master educators' ratings are consistent. That is why we picked teachers to be master educators. They understand clearly that sometimes when you walk in on a lesson, you might not be able to see the entire picture. They are very attuned to the classroom setting in DCPS.

Question: Are the master educators going to share the information with the principals?	<ul style="list-style-type: none">▪ Only the master educators, teachers' principals, and teachers will have knowledge of that information. No one else will see the ratings.▪ We encourage teachers to share the ratings with their instructional coach so they can target specific areas they need to improve.
Question: What does the Framework mean for parents? What can I get out of this forum?	<ul style="list-style-type: none">▪ (Buerkle on what it means for students) with the Framework, teachers are able to make the objective something the students can understand, and make clear what teachers are expected to do.▪ (Chancellor) I see that there're people with different backgrounds and concerns in the room. In the future, we can segment the presentation into different parts tailored to different concerns. One thing we're launching in the future is "office hours" where I will go to schools and meet with parents to address their concerns.